

Beaufort High

84 Sea Island Parkway
Beaufort, South Carolina 29907

Grades 9-12 High School

Enrollment 1,701 Students

Principal Daniel Durbin 843-322-2000

Superintendent Dr. Phillip J. McDaniel, Interim Superintendent 843-322-2300

Board Chair Dale Friedman 843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	18	6	2	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Excellent	No
2005	Average	Unsatisfactory	No
2006	Average	Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	80.9	62.3	68.9	75.4	73.0	76.2
Passed 1 subtest	12.4	21.0	17.8	13.3	14.0	11.0
Passed no subtests	6.7	16.7	13.3	11.6	13.0	12.9

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	80.0%	92.3%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	12.6	14.5
Seniors who met the SAT/ACT requirement	28.7	15.3
Seniors who met the grade point average	45.1	51.8

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	391	256
Number of Diplomas	322	187
Rate	82.4%	75.1%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	62.4	80.5
English 1	60.1	65.6
Biology 1/Applied Biology 2	43.8	65.8
Physical Science	33.7	47.2
All Subjects	51.3	63.8

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	355	80.0	366	12.6	322	82.4	Yes
Gender							
Male	125	95.2	158	10.1	179	78.8	N/A
Female	157	97.5	208	14.4	212	85.4	N/A
Racial/Ethnic Group							
White	133	98.5	164	24.4	171	83.6	N/A
African American	136	94.1	184	2.7	194	82.0	N/A
Asian/Pacific Islander	2	100.0	5	20.0	4	100.0	N/A
Hispanic	9	100.0	13	0.0	17	64.7	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	332	82.5	340	13.5	363	85.4	N/A
Disabilities other than speech	23	43.5	26	0.0	28	42.9	N/A
Migrant Status							
Migrant	N/A	N/A	2	0.0	N/A	N/A	N/A
Non-migrant	355	80.0	364	12.6	391	82.4	N/A
English Proficiency							
Limited English Proficient	5	100.0	13	0.0	6	66.7	N/A
Non-Limited English Proficient	350	79.7	353	13.0	385	82.6	N/A
Socio-Economic Status							
Subsidized meals	187	73.8	187	82.4	187	82.4	N/A
Full-pay meals	168	86.9	230	19.1	204	82.4	N/A

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	399	97.0	13.6	35.7	30.2	20.4	60.5	Yes	Yes
Gender									
Male	172	96.5	18.4	38.6	29.1	13.9	52.5	N/A	N/A
Female	227	97.4	10.0	33.5	31.1	25.4	66.5	N/A	N/A
Racial/Ethnic Group									
White	181	97.8	6.5	30.4	32.1	31.0	75.0	Yes	Yes
African American	194	96.9	19.7	44.4	27.0	9.0	44.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	23.5	5.9	35.3	35.3	70.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	372	97.6	10.7	36.2	31.6	21.4	62.9	N/A	N/A
Disabled	27	88.9	59.1	27.3	9.1	4.5	22.7	I/S	I/S
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	393	96.9	13.3	36.0	30.2	20.5	60.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	397	97.0	13.2	35.9	30.4	20.5	60.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	161	98.1	20.1	43.0	26.2	10.7	45.0	No	Yes
Full-pay meals	238	96.2	9.2	30.7	33.0	27.1	71.1	N/A	N/A
Mathematics – State Performance Objective = 50.0%									
All Students	399	96.5	24.4	30.1	27.1	18.4	57.3	Yes	Yes
Gender									
Male	172	95.3	26.8	28.7	30.6	14.0	53.5	N/A	N/A
Female	227	97.4	22.6	31.3	24.5	21.6	60.1	N/A	N/A
Racial/Ethnic Group									
White	181	97.8	11.9	23.8	37.5	26.8	75.0	Yes	Yes
African American	194	95.4	36.9	38.1	18.2	6.8	38.1	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	23.5	11.8	17.6	47.1	70.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	372	97.6	22.4	30.5	27.6	19.5	59.6	N/A	N/A
Disabled	27	81.5	57.1	23.8	19.0	N/A	19.0	I/S	I/S
Migrant Status									
Migrant	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	393	96.4	24.2	30.4	27.3	18.1	57.4	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	397	96.5	24.0	30.3	27.3	18.5	57.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	161	97.5	35.1	36.5	18.9	9.5	41.2	Yes	Yes
Full-pay meals	238	95.8	17.1	25.8	32.7	24.4	68.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,701)				
Retention rate	0.5%	Up from 0.3%	6.3%	7.0%
Attendance rate	99.6%	Up from 98.7%	95.3%	95.5%
Eligible for gifted and talented	8.8%	Down from 11.6%	12.2%	7.9%
With disabilities other than speech	7.8%	Down from 10.0%	12.1%	12.3%
Older than usual for grade	3.6%	Down from 3.8%	8.5%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 2.9%	1.8%	1.2%
Enrolled in AP/IB programs	0.1%	Down from 46.1%	9.9%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	12.6%		13.0%	10.2%
Annual dropout rate	0.4%	Down from 0.8%	3.2%	2.8%
Career/technology students in co-curricular organizations	0.0%	Down from 3.0%	1.2%	3.5%
Enrollment in career/technology center courses	728	Down from 741	371	448
Students participating in worked-based experiences	9.9%	Up from 9.3%	27.0%	24.2%
Career/technology students mastering core competencies	80.1%	Up from 74.3%	81.0%	80.0%
Career/technology completers placed	100.0%	No change	99.1%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 96)

Teachers with advanced degrees	59.4%	Up from 52.7%	59.4%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.4%	N/A	7.2%	9.6%
Teachers with emergency or provisional certificates	7.2%	Down from 12.0%	5.9%	9.9%
Teachers returning from previous year	81.5%	Up from 78.9%	86.3%	86.3%
Teacher attendance rate	95.0%	Down from 95.1%	95.8%	95.3%
Average teacher salary	\$45,404	Up 1.0%	\$43,497	\$42,943
Prof. development days/teacher	10.3 days	Down from 10.5 days	10.8 days	11.2 days

School

Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 23.8 to 1	26.8 to 1	25.7 to 1
Prime instructional time	92.0%	Up from 91.3%	89.9%	89.3%
Dollars spent per pupil*	\$5,759	Up 0.4%	\$6,683	\$6,792
Percent of expenditures for teacher salaries*	61.1%	Up from 59.6%	54.3%	55.3%
Percent of expenditures for instruction*	66.3%		60.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	66.5%	Up from 59.7%	93.5%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-06 school year, the Beaufort High School staff completed the development of specific curriculum, instructional methodologies, assessments and non-negotiables for transformation into a Small Schools model. The Small Schools model has been specifically designed to meet the Education and Economic Development Act of South Carolina. It will be implemented during the 2006-07 school year.

The foundation for the Beaufort High School model is the establishment of a stand-alone freshman academy. Upon completion of the freshman academy, students and parents will select one of three academic small schools: International Studies, Medical Professions, and Arts, Communication and Technology. Each school is structured to accommodate approximately 250-375 students. Including the freshman academy, each Small School has its own designated area. Each Small School is equipped with its own instructional staff, administrator, counselor, secretary, community advisory council, and budget. A set of academic and curriculum non-negotiables have been established to ensure high academic standards for each school. College preparatory curriculum is offered in each school as well as base Advance Placement courses. Some spaces such as gyms, auditoriums, and the cafeteria will be shared. Specialty programs such as physical education, ROTC, and arts courses will also be shared. All shared courses will be delivered in a neutral location in the facility.

Each Small School offers a variety of majors. Majors are defined as four (or more) prescribed sequential courses in a subject or skills area. In addition to earning a high school diploma, students may earn Seals of Certification. All majors will follow the objectives, standards, curriculum and assessments of the district, state and national requirements. A diagram of the majors is available in this document.

In order to effectively deliver the new curriculum, the school district has committed funds to transform existing spaces into professional and vocational labs. The labs include Television and Digital Imaging, Electronics and Robotics, Health Professions, and Medical Office Simulation. In addition, partnerships between community entities and the school have been established to provide students with internships and extended learning opportunities.

Throughout the 2005-06 school year, a series of community forums were conducted to inform and address concerns from the community. Data was collected from students, parents, teachers, business collaborators, and the community at-large. This information was used to fine-tune the transformation process.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	64	143	21
Percent satisfied with learning environment	79.7%	61.2%	60.0%
Percent satisfied with social and physical environment	70.3%	54.8%	33.3%
Percent satisfied with school-home relations	65.1%	70.4%	60.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.